

THE IMPLEMENTATION OF RECIPROCAL TEACHING TECHNIQUE TO IMROVE STUDENTS' READING COMPREHENSION AT SMP AL-KAUTSAR BANDAR LAMPUNG

Annisya Tiara Mustika*, Bambang Setiyadi, Gede Eka Putrawan.

English Education Study Program

Lampung University

e-mail: anniswatiara16@gmail.com

Abstrak. Tujuan penelitian ini adalah untuk melihat apakah ada peningkatan yang signifikan terhadap kemampuan membaca siswa sebelum dan setelah implementasi teknik belajar *reciprocal*, melihat aspek membaca yang paling meningkat setelah implementasi teknik belajar *reciprocal*, dan melihat masalah siswa selama implementasi teknik belajar *reciprocal*. Populasi penelitian ini adalah siswa kelas 3 SMP Al-Kautsar Bandar Lampung dengan sampel kelas IX B. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan terhadap kemampuan membaca siswa sebelum dan setelah implementasi teknik belajar *reciprocal*. Hal tersebut dapat dilihat dari taraf signifikan sebesar $p < 0.05$ ($p = 0.000$), dimana nilai rata-rata siswa di pretest 61.17 dan meningkat menjadi 83.60 di posttest dengan nilai peningkatan 22.43. Sebagai tambahan, penguasaan kosakata merupakan aspek membaca yang paling meningkat. Hasil kuesioner menunjukkan bahwa siswa mengalami beberapa masalah seperti: kurang menguasai kosakata, kesulitan untuk meringkas teks and kesulitan untuk menemukan referensi. Dapat disimpulkan bahwa implementasi dari teknik belajar *reciprocal* dapat membantu untuk meningkatkan kemampuan membaca siswa.

Abstract. The aims of this research were to find out whether there was a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique, to find out which aspect of reading improved the most after the implementation of reciprocal teaching technique, and to find out students' obstacles during the implementation of the technique. The population of this research was the third grade students of SMP Al-Kautsar Bandar Lampung with a sample of Class IX B. The results showed that there was a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique. It could be seen from the result of the test which showed the significance level of $p < 0.05$ ($p = 0.000$), in which the students' mean score in the pretest which was 61.17 improved to 83.60 in the posttest with a gain of 22.43. In addition, mastering vocabulary was the aspect of reading that improved the most after the implementation of the technique. The result of questionnaire showed that students faced some obstacles such as: lack of vocabulary mastery, difficulties to summarize a text and difficulties to find references. It can be concluded that the implementation of reciprocal teaching technique can help students to improve their reading comprehension.

Keywords: *reading comprehension, reciprocal teaching technique, report text*

INTRODUCTION

Reading is one of English skills that is taught in the school. It has the objective that is to construct the meaning of the words from the information. In addition, the objective is written on Curriculum 2013. Based on Curriculum 2013, the objective of teaching reading is to make the students able to identify the whole text and understand the vocabulary. As the skill is taught in the school, reading is an essential skill which needs to be learned by students.

Unfortunately, based on pre-observation that the researcher did in SMP Al-Kautsar Bandar Lampung, the researcher found that many students get difficulties in reading. The difficulties come when they do not understand new words from a text since they have inadequate vocabulary mastery, they do not understand how to identify specific information and main idea of a text, they do not understand how to determine the word reference and make inference. Those difficulties make them unable to interpret the information from a text.

Besides the inadequate vocabulary mastery, the researcher found that SMP Al-Kautsar still uses a conventional teaching technique. The teacher explains a text to students by translating words one by one. In reality, the use of an appropriate technique is the important thing in teaching-learning process. The appropriate technique of teaching reading gives affect to students' willingness to comprehend English. Students can have less motivation if the teacher uses monotonous technique in every meeting. It makes students get bored when learning English by using conventional teaching technique.

The use of appropriate technique and appropriate material can make students active in the teaching learning process. Thereby, it is important to provide an alternative technique in teaching reading in the classroom because the appropriate technique can be used to improve students' reading comprehension.

The researcher indicates the way of teaching reading by using reciprocal teaching technique. According to Palinscar and Brown (1984), reciprocal teaching technique is an instructional activity in the form of a dialog between teacher and students regarding the segment of that is built on four steps; predicting, questioning, clarifying and summarizing. Each step has its own purpose within the teaching-learning process. This technique needs students' participate and students of different ability levels in order to make class active. It is line with Prasetyo and Rodli (2017:120) who state that reciprocal teaching technique provides high order thinking instructional strategy that can make the students fully engaged in reading learning process.

This case initiates the researcher to find out whether there was any significant improvement of students' reading comprehension before and after the

implementation of reciprocal teaching technique, to find out aspect of reading that improved the most after the implementation of reciprocal teaching technique and the researcher sought to investigate students' obstacles during the implementation of reciprocal teaching technique. Therefore, this research was urgent to conduct.

METHODS

The population of the research was the third-grade students of SMP Al-Kautsar Bandar Lampung and the sample was Class IX B that consisted of 30 students. The sample was taken by using purposive sampling. The instruments used in this research were reading tests and questionnaire. The reading tests were used to gain the data related to the implementation of reciprocal teaching technique in the treatments. This research used content and construct validity of the test. In addition, reliability was used in order to ensure the reliability of the data. This research was a quantitative research by using a one group pretest-posttest design. The formula of the design was proposed by Setiyadi (2006). In measuring the improvement of students' reading comprehension, the result of the pretest and the posttest were compared by the researcher. After being compared, the data were analyzed by using *Repeated Measure T-Test* run in SPSS 22.0 for Windows.

RESULT AND DISCUSSION

RESULT

After administering the pretest and the posttest, the researcher analyzed the improvement of students' reading comprehension by comparing the results of the pretest and the posttest. It can be seen from the table below:

Table 1. The Improvement of the Students' Reading Comprehension

	Pretest	Posttest	Improvement
N	30	30	-
Mean	61.17	83.60	22.43
Total Score	1835	2508	673

Table 1. shows the improvement of the students' reading comprehension. Based on the table, the total score of the pretest to the posttest improved from 1835 up to 2508. There was an improvement of 673 points. The mean was from 61.17 up to 83.60. There was an improvement of 22.43. To make sure that the improvement is a significant, the researcher did a hypothesis testing as follows:

Table 2. Hypothesis Testing

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Posttest - Pretest	22.433	6.564	1.198	19.982	24.884	18.720	29	.000

Repeated Measure T-Test was run to address the first research question. Table 2. shows that the significance level is 0.000 and it is lower than alpha level ($0.000 < 0.05$). Therefore, it can be concluded that H_0 is rejected. It means that there is a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching technique. Furthermore, this research used to find out the aspect of reading improved the most after the implementation of reciprocal teaching technique. The improvement of each aspect from the pretest to the posttest is presented in the following Table 3:

Table 3. The Improvement from the Pretest to the Posttest

No.	Aspects of Reading Comprehension	Total Correct Answer of Pretest	Total Correct Answer of Posttest	Gain	Significance Level
1.	Main Idea	140	150	10	1.000
2.	Specific Information	114	167	53	0.432
3.	Reference	114	154	40	1.000
4.	Inference	105	130	25	1.000
5.	Vocabulary	81	154	73	0.023

Table 3. shows the improvement of the students' reading comprehension from the pretest to the posttest. Then, it shows the gain and significance level from each aspect of reading. It can be seen that the vocabulary aspect got the highest improvement with a gain of 73. The score of the pretest in determining vocabulary was 81 and the score of the posttest was 154. On the contrary, main idea got less improvement with a gain of 10. The score of the pretest in determining main idea was 140 and the score of the posttest was 150. From the table above, it can be seen that all aspects of reading improved after being taught by using reciprocal teaching technique.

Besides that, questionnaire was applied to answer the third research question on students' obstacles during the implementation of reciprocal teaching technique. The result of questionnaire is presented in the table below:

Table 4. The Result of Questionnaire

	Aspects of Reading	Students who get difficulties	Students who do not get difficulties
1	Main Idea	3	27
2	Specific Information	4	26
3	Inference	7	23
4	Reference	5	25
5	Vocabulary	17	13
	Steps of RTT	Students who get difficulties	Students who do not get difficulties
1	Predicting	16	14
2	Questioning	5	25
3	Clarifying	3	27
4	Summarizing	10	20

Based on Table 4, it can be seen that students faced some obstacles during the implementation of reciprocal teaching technique. It caused the student feels a lack of ability in learning English especially in vocabulary mastery. The process of teaching learning in the classroom showed that the use of reciprocal teaching technique gives an improvement to students' reading comprehension. However, the researcher found some obstacles that students have during the implementation of reciprocal teaching technique.

DISCUSSION

The result of this research showed that students' reading comprehension improved after the implementation of reciprocal teaching technique. This is proved by the improvement of students' posttest after they got treatment through reciprocal teaching technique. The total score of the pretest to the posttest improved from 1835 up to 2508. There was an improvement of 673 points. The mean was from 61.17 up to 83.60. There was an improvement of 22.43. This is in line with Puspitasari (2018), Nugraha (2011), and Utami (2013).

In addition, students' improvement in students' reading comprehension occurred in five aspects of reading in terms of main idea, specific information, inference, reference, and vocabulary. Vocabulary got the highest gain score of 73. This happened because in teaching learning process, the students got new vocabulary during their exercises given by the researcher. Moreover, it also improved the students' reading comprehension since the students use new vocabulary to communicate with their friend in the group. In contrast, the least improvement

happened in main idea aspect. In this case, the students made little improvement among the other types. The gain score of main idea was 10. It happened because the students were still confused about how to determine its. Genuinely, they had already known how to determine main idea in Indonesian, but they did not know which one the appropriate main idea is. Then, the students were confused about where the location of main idea itself.

On the other hand, this study is in contrast with Utami (2013) which her study showed that the aspect of reading most improved was main idea and also in contrast with Puspitasari (2018) which her study showed that vocabulary was the aspect that had little improvement.

Furthermore, there were some obstacles that the students found during the implementation of reciprocal teaching technique such as the students were confused to predict using picture, the students felt difficult to understand new vocabulary, the students had difficulty to make reference and inference, the students had lack of vocabularies, and the teachers' voice was too low for some students who sit on the back.

CONCLUSION

After conducting the research and analyzing the data, it can be concluded that there was a significant improvement in students' reading comprehension after the implementation of reciprocal teaching technique. It can be seen from the value of two tailed significance which is lower than 0.05 ($0.000 < 0.05$). It is also supported by the students' mean score of the pretest which improved from 61.17 to 83.60. Then, the technique gave an improvement to all aspects of reading. The aspect of reading that improved the most by using reciprocal teaching technique is vocabulary. It can be seen for the gain score of mastering vocabulary was 73. Then, the aspect that improved the least was main idea. It can be seen for the gain score of determining main idea was 10. It can be concluded that the aspect improved the most after the implementation of reciprocal teaching technique is mastering vocabulary since students used vocabulary in their activity in the classroom. It is a line with Setiyadi (2006: 49), he states that vocabulary is learned more effectively if they use it in full sentences rather than memorize it. Furthermore, there were some obstacles that the students found in teaching learning process. Those some obstacles such as the students were confused to predict using picture, the students felt difficult to understand new vocabulary, the students had difficulty to make reference and inference, the students had lack of vocabularies, and the teachers' voice was too low for some students who sit on the back.

This study also has some implications. It is proved that the technique can make positive impact to students' reading comprehension. Then, by using reciprocal teaching technique, the students were asked to join in class discussion thus they

would be more active in doing the learning activities. Therefore, English teachers are expected to apply this technique to help students to improve their reading comprehension well. However, this study also has some recommendations for further researchers. Further researchers are expected to apply reciprocal teaching technique by using another text and other English skills. Moreover, future researchers are expected to conduct the research more than three treatments in order to make students understand the material and steps of the technique clearly.

REFERENCES

- Nugraha, A. (2011). The use of reciprocal teaching to improve students' reading comprehension. Surakarta: Sebelas Maret University.
- Palinscar, A. S., & Brown, A. (1984). *Reciprocal teaching of comprehension fostering and comprehension monitoring activities*. New York: Cognition and Instructions.
- Prasetyo, H., & Rodli, M. (2017). Applying reciprocal teaching method in teaching reading. *Studies in linguistics and literature*. 1(2): 120.
- Puspitasari, L. (2018). Improving students' reading comprehension of narrative text through reciprocal teaching technique at the first grade students of SMA Negeri 1 Way Pengubuan. Bandar Lampung: University of Lampung.
- Setiyadi, A. B. (2006). *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.
- Setiyadi, A. B. (2006). *Teaching English as a foreign language*. Yogyakarta: Graha Ilmu.
- Utami. (2013). Using reciprocal teaching (RT) to improve the reading comprehension of grade VIII students of SMPN 13 Yogyakarta. Yogyakarta: Yogyakarta State University.